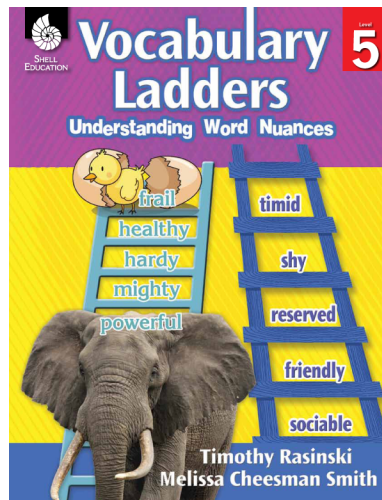


Sample Pages from

Vocabulary Ladders Understanding Word Nuances Level 4



The following sample pages are included in this download:

- Table of Contents
- Introduction excerpt
- Lesson plan

For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>



Vocabulary Ladders

Level
5

Understanding Word Nuances



frail

healthy

hardy

mighty

powerful



timid

shy

reserved

friendly

sociable

Timothy Rasinski
Melissa Cheesman Smith

Table of Contents

Introduction

A Note to the Educator	5
Research	6
Effective Vocabulary Instruction	7
What Are Vocabulary Ladders?	8
Implementing Vocabulary Ladders in the Classroom.	10
Tips for Extensions	12
How to Use This Book	13
Lesson Overview	13
How to Implement the Lessons	15
Correlation to the Standards	20
Standards Chart	21
Lessons	
Behavior	22
Bravery	28
Intelligence	34
Range of Emotions	40
Material Texture.	46
Strength	52
Neatness.	58
Using “Said” to Show or Express Emotion	64
Showing Emotion	70
Piece of Something.	76
Movements	82
Freedom	88
Amount of Something	94

How to Use This Book

Lesson Overview

In each lesson's introductory page, information is offered to the teacher to help plan his or her implementation of the student activity pages. The following is addressed:

The **title** is a quick indicator of the theme of the lesson. With this, you may want to gather reading material or other resources that relate to the theme in order to further engage students with the vocabulary words.

The **objective** indicates the range of meaning students will be working with throughout the lesson.

A **materials list** identifies the components of the lesson.

A suggested **answer key** is provided for quick and easy reference. It provides either concrete answers, where applicable, or it suggests specific content for teachers to look out for.

Additional words that are associated with the theme are highlighted to further challenge students.

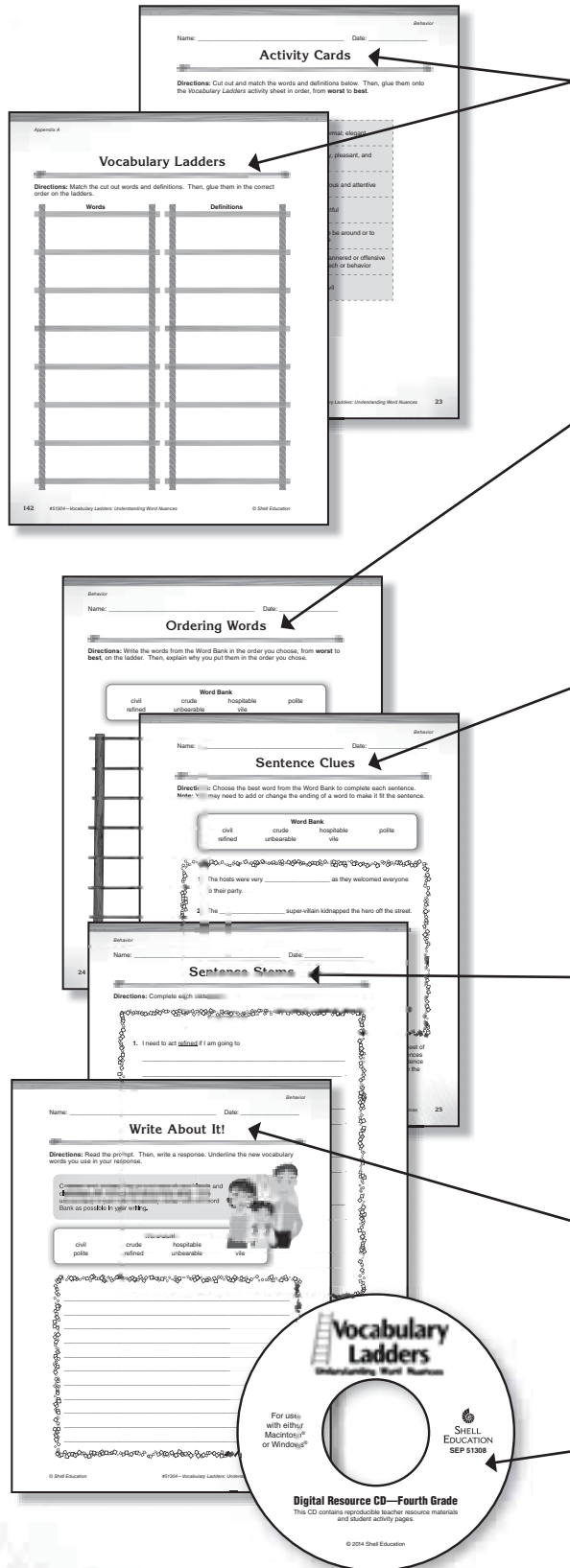
The screenshot shows a lesson page for the theme "Behavior". The page is divided into several sections:

- Teacher Note:** For detailed instructions on how to implement the components of this lesson, see pages 15–19.
- Objective:** Students will analyze words related to behavior, from worst to best.
- Materials:**
 - Vocabulary Ladders template (page 142)
 - Activity Cards (page 23)
 - Ordering Words (page 24)
 - Sentence Clues (page 25)
 - Sentence Stems (page 26)
 - Write About It! (page 27)
- Additional Words:** Introduce students to additional words such as *courteous, sophisticated, nasty, bearable, tolerable, and evil* as you work through the lesson.
- Answer Key:**
 - Vocabulary Ladders:** A table with two columns: Word and Definition.

Word	Definition
vile	very evil
crude	bad mannered or offensive in speech or behavior
unbearable	hard to be around or to endure
civil	respectful
polite	courteous and attentive
hospitable	friendly, pleasant, and helpful
 - Ordering Words:** Check that students can explain why the words are ordered the way they are.
 - Sentence Clues:**
 - The hosts were very (hospitable) as they welcomed everyone to their party.
 - The (vile) super-villain kidnapped the hero off the street.
 - The (unbearable) scene of all the destroyed homes was difficult to view after the earthquake.
 - Everyone admired how the (refined) lady walked down the staircase in her beautiful evening gown.
 - Although Sylvia is not kind to me, my mother taught me to be (civil/polite) to all my classmates, so I always say, "hello" to her in the morning.
 - Sentence Stems:** Check that student responses reflect the meaning of the underlined word in each sentence frame.
 - Write About It!** Check that responses include the new vocabulary terms used in the correct way.

At the bottom of the page, it says "22 #51304—Vocabulary Ladders: Understanding Word Nuances © Shell Education".

How to Use This Book (cont.)



The words and definitions in each lesson are provided on **activity cards**. Students will cut these apart and glue them on the **Vocabulary Ladders** activity sheet. For detailed information on how to implement these activity sheets, see page 15.

With the **Ordering Words** activity, students write the words in an order of their choosing and then explain why they put the words in that order. For detailed information on how to implement this activity sheet, see page 16.

With the **Sentence Clues** activity, students choose the best word from their Vocabulary Ladders to complete sentences. For detailed information on how to implement this activity sheet, see page 17.

With the **Sentence Stems** activity, students respond to sentence frames that deal with the Vocabulary Ladders words. You may wish to have students write their responses and then share with partners, in a group, or in front of the class. For detailed information on how to implement this activity sheet, see page 18.

With the **Write About It!** activity, students read a prompt and use their themed vocabulary words in their responses. For detailed information on how to implement this activity sheet, see page 19.

All of the activity sheets and teacher resources can be found on the **Digital Resource CD**.

How to Use This Book (cont.)

How to Implement the Lessons

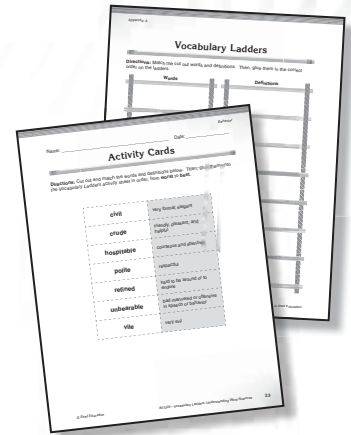
Vocabulary Ladders and Activity Cards

Objective

Students will match words with their definitions and put them in a meaningful order.

Procedures

1. Distribute the *Activity Cards* sheet found on the second page of each lesson.
2. Introduce the words in the left column. Explain that all of the words and definitions on the sheet have to do with a specific theme (e.g., *temperature*, *size*), but vary in level of meaning, or nuance. For example, the words *chilly* and *lukewarm* both deal with temperature, but they have different meanings. Discuss each word with students.
3. Have students cut the words and definitions apart. Caution them to be careful with cards after they are cut out so that they do not lose them. You may want to have the students write their initials on the backs of the cards.
4. Put students in small groups. Have them work together to match each word with its definition. Then, have each student within the group put the words in order based on meaning. Allow students to explain their thinking to their groups after they have ordered the words. Once all students have had opportunities to order the words and share, guide them toward the one reasonably correct way the words have been organized for the lesson.
5. Write the ordered words on the board, a vocabulary-ladder chart, or a word wall for students to revisit throughout the week.
6. Distribute the *Vocabulary Ladders* template found on page 142. Explain that students will use the ladder on the left to glue the words in nuance order beginning at the top of the ladder. Once all the words have been glued, have students glue the corresponding definitions on the ladder to the right.
7. You may wish to have students keep their *Vocabulary Ladders* to use with the remaining activity sheets in this lesson.



Optional Tips

- You may wish to make multiple copies of the activity cards for students to place in personal vocabulary journals or to take home and review the vocabulary words with family members.
- Copy the activity cards on colored paper so they are not easily lost once they are cut apart.



How to Use This Book (cont.)

How to Implement the Lessons (cont.)

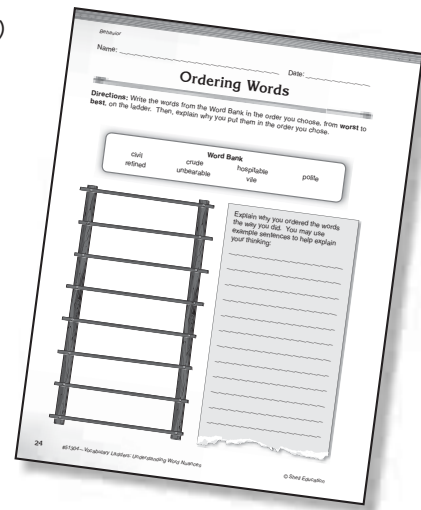
Ordering Words

Objective

Students will write words in a meaningful order and explain important differences between the meanings of two of the words.

Procedures

1. Distribute the *Ordering Words* activity sheet found on the third page of each lesson.
2. Review the words in the Word Bank. You may wish to have volunteers read the definitions for each of the words from the *Vocabulary Ladders* activity sheet.
3. Instruct students to write the words from the Word Bank on the ladder in order of nuance that they choose. Explain that they may feel that some of the words should be ordered in a different way.
4. Model for students what is expected of them. For example, if two of the words are *slender* and *lanky*, you could model how to explain your reasoning for ordering them a certain way by saying, "If I am ordering words from *skinny* to *overweight*, I think that *lanky* would come before *slender* because *lanky* makes me think of someone whose bones are showing and *slender* seems a little more healthy, even though it still means a person has a thin body."
5. Have students explain important differences in meanings between the words in the box to the right of the ladder.
6. Allow students to compare their explanations with partners or small groups.



Optional Tips

- Have students work together so they can discuss why the words are ordered the way they are on the ladder.
- Provide time for students to think about the important differences between words before they write them down.



How to Use This Book (cont.)

How to Implement the Lessons (cont.)

Sentence Clues

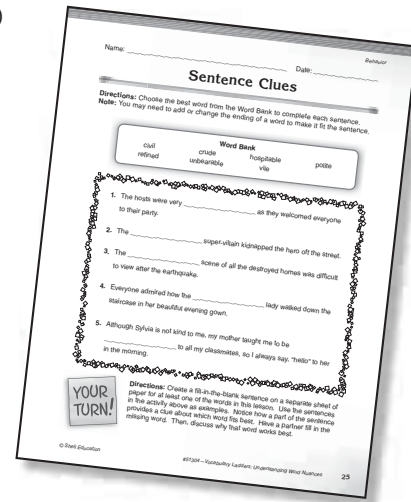
Objective

Students will use context and their knowledge of definitions to complete sentences with the most appropriate words.

Procedures

1. Distribute the *Sentence Clues* activity sheet found on the fourth page of each lesson.
2. Review the words from the *Vocabulary Ladders* activity sheet. Have volunteers read the definitions for all of the words to the class.
3. Explain to students that although there might be multiple answers, they should carefully review the definitions in order to provide what they feel is an appropriate response. Remind students that they may have to change the ending of a word to make it fit the sentence. Common endings include *-ed*, *-ing*, and *-ly*.

Note: There are fewer sentences than words, though each word may be a reasonable answer to at least one of the sentences.
4. Once students have completed the activity sheet, have them compare their responses with partners. Then, allow for whole-class discussion.
5. Give students opportunities to construct their own sentence clues by completing the *Your Turn!* activity. Remind them to follow the directions on the activity sheet. Then, allow for discussion.



Optional Tips

- Provide the additional vocabulary words to students for an added challenge and to use as possible answers.
- Have students work independently, in pairs, or in small groups depending on their skill levels.

How to Use This Book (cont.)

How to Implement the Lessons (cont.)

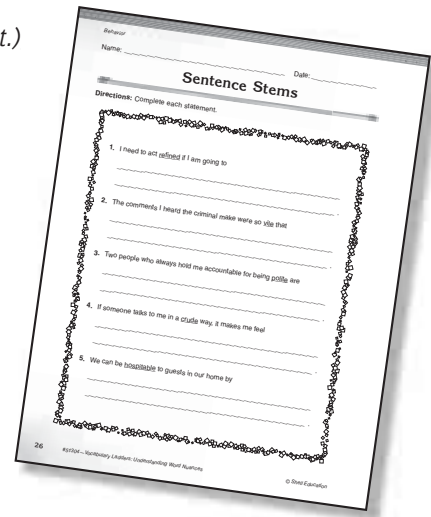
Sentence Stems

Objective

Students will respond to sentence stems using what they know about underlined targeted words.

Procedures

1. Distribute the *Sentence Stems* activity sheet found on the fifth page of each lesson.
2. Have students identify the underlined word in each sentence. Explain that they will have to write a response to finish each sentence making sure it relates to the meaning of the underlined word.
3. Once students have completed the activity sheet, have them share their responses with partners. Instruct them to explain how each response relates to the underlined word.
4. Invite small-group or whole-class discussion.



Optional Tips

- Have students work in groups to generate oral responses instead of writing them down.
- Have students create drawings that represent the meanings of their sentences.
- Allow students to act out their sentences in groups.

How to Use This Book (cont.)

How to Implement the Lessons (cont.)

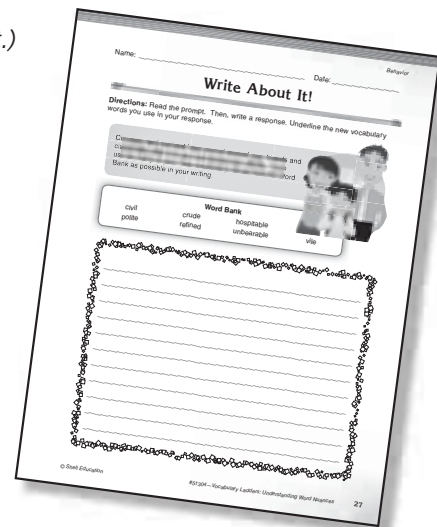
Write About It!

Objective

Students will respond to a writing prompt using the themed vocabulary.

Procedures

1. Distribute the *Write About It!* activity sheet found on the sixth page of each lesson.
2. Review the words from the *Vocabulary Ladders* activity sheet. Have volunteers read the definitions for all of the words to the class.
3. Have students read the prompt independently. Ask them what the prompt has to do with the theme.
4. Tell students to include at least two to three words from the Word Bank in their responses.
5. Provide time for students to write thoughtful responses. Instruct them to underline all of the new vocabulary words they use in their writing.
6. Have students read their papers to partners and discuss the similarities and differences between them.



Optional Tips

- Select volunteers to read their responses from an “author’s chair.” Have the rest of the class raise their hands as each vocabulary word is mentioned. Call on one student to explain why the word was an appropriate choice made by the author.
- Have students post their *Write About It!* activity sheets on a classroom bulletin board so that students can read the work of their classmates.



Socializing

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 15–19.

Objective

Students will analyze words related to being outgoing, from **less sociable** to **more sociable**.

Materials

- *Vocabulary Ladders* (page 142)
- *Activity Cards* (page 131)
- *Ordering Words* (page 132)
- *Sentence Clues* (page 133)
- *Sentence Stems* (page 134)
- *Write About It!* (page 135)

Additional Words

Introduce students to additional words such as *gregarious*, *confident*, *engaging*, *meeek*, and *deferential* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
timid	lacking in courage and self-assurance
shy	afraid and unwilling to meet new people
reserved	acting formal and restrained
friendly	someone who is kind and helpful to others
sociable	very talkative and agreeable, prefers to spend time with others
outgoing	confident in social situations, willing to meet new people
extroverted	eager to interact and share opinions and personal experiences with others

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. At the fancy dinner party, Maria acted (reserved/shy) because she didn't know most of the people very well.
2. Carly was so (sociable/extroverted) she spent most nights talking to her friends on the phone or hanging out with them at the mall.
3. Marcella was so (timid/shy) that she felt nervous when talking to other students on the first day of school.
4. Ralph gave a(n) (friendly) smile to his younger brother when he saw him standing in line at school.
5. Sales people are often very (outgoing/extroverted) because they constantly have to meet new people.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **less sociable** to **more sociable**.

extroverted	eager to interact and share opinions and personal experiences with others
friendly	confident in social situations, willing to meet new people
outgoing	very talkative and agreeable, prefers to spend time with others
reserved	someone who is kind and helpful to others
shy	acting formal and restrained
sociable	afraid and unwilling to meet new people
timid	lacking in courage and self-assurance

Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **less sociable** to **more sociable**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

extroverted	friendly	outgoing	reserved
shy	sociable	timid	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence.

Note: You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

extroverted
shy

friendly
sociable

outgoing
timid

reserved

1. At the fancy dinner party, Maria acted _____ because she didn't know most of the people very well.
2. Carly was so _____ she spent most nights talking to her friends on the phone or hanging out with them at the mall.
3. Marcella was so _____ that she felt nervous when talking to other students on the first day of school.
4. Ralph gave a(n) _____ smile to his younger brother when he saw him standing in line at school.
5. Sales people are often very _____ because they constantly have to meet new people.

**YOUR
TURN!**

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of the sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. An outgoing person I know is _____ because

_____ .

2. A timid person I know is _____ because

_____ .

3. I often act shy when _____

_____ .

4. Three friendly things to do to make a new student feel welcome are

_____ .

5. An extroverted person might be good at _____ because

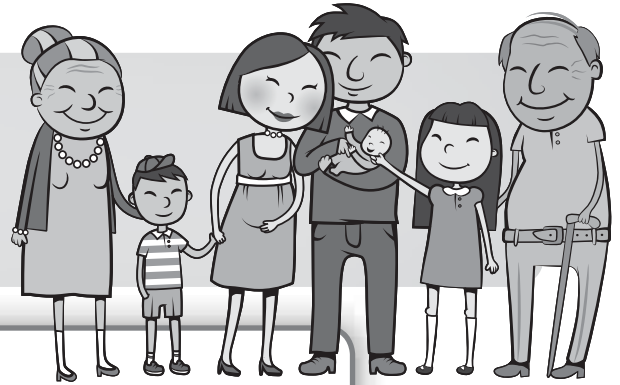
_____ .

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary words you use in your response.

Describe your family or friends. How are they different from one another? Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.



Word Bank

extroverted

friendly

outgoing

reserved

shy

sociable

timid

A large rectangular area with a dashed border, containing ten horizontal lines for writing a response.

Vocabulary Ladders

Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions